

15 March 1951

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A PROPOSED AGENDA FOR COLONEL BAIRD'S  
MEETING WITH THE ASSISTANT DIRECTORS  
TO DISCUSS THE NATIONAL INTELLIGENCE  
COURSE

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I have called this meeting of the Assistant Directors in order to acquaint you with some of the problems we are at present working on in the Office of Training. (Possible points of reference)

1. Orientation and Indoctrination Course
2. Unclassified Training Group
3. National Intelligence Course
4. EPT Program
5. Coordinated Language Training
6. Career Development Program
7. National Intelligence College
8. et. al.

At this time I should like to give you a more detailed picture of one of these programs and to get your comments about it. It is the National Intelligence Course.

The National Intelligence Course is for persons who lack intelligence training and experience but who are otherwise qualified as experts in their job specialties and eligible for Agency employment in that capacity. This course is designed to give such a person a general but comprehensive understanding of intelligence activity not only within CIA but also of other intelligence agencies and military and government establishments. Emphasis will be given to CIA relationships with those agencies, and the ways and means used by CIA in coordinating their intelligence production. And, just

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as important, this course aims to give the students an understanding of the role and the importance of intelligence in the government's policy and planning endeavors for national security.

#### WHAT HAS BEEN DONE

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During the past two months [REDACTED] have been getting valuable ideas and suggestions from those representatives of your Offices designated by you to help them plan the National Intelligence Course. Each of the CIA offices has different problems, which makes it advisable for Training to be flexible in arranging for courses if we are to turn over to you intelligence-trained employees. Your ideas have been incorporated into our plans for this course so that we are now prepared to make specific recommendations which I would like to have you discuss and criticize.

#### SPECIFIC RECOMMENDATIONS

1. Admission Standards: In order to qualify for this course, a student would have to have high mental competence and an inquiring mind. We would like to restrict it to GS-11's to GS-15's, who have the mental acumen equivalent to that possessed by recently graduated PHD's. (Comments by AD's).

2. The Block Plan: The National Intelligence Course will consist of 12 different courses or "blocks" running consecutively. The blocks will vary from one block of only five days to one of eight weeks. We estimate that the total time for all twelve blocks will be 3 $\frac{1}{2}$  to 4 months, but of course not all students would need to be enrolled for the entire course. Some of the blocks have been already drafted by

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[REDACTED] (Pass out samples of the completed blocks and give them time to look them over.) (Comments by AD's.)

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3. Teaching Techniques: By glancing through any one of the blocks outlined, you will see that there are a variety of teaching techniques: lectures, discussions, outside readings, written papers, production problems, and field trips. (Comments by AD's).

4. Instructors: Approximately 60 per cent of the instructor staff for this course would be drawn from CIA employees in the different Offices. The remaining 40 per cent would be about equally divided between the instructors from the Office of Training and instructors obtained from agencies other than CIA. (Comments by AD's.)

5. Sources of Students: Students will be drawn from two sources: those referred by you (either new or old employees) and those referred directly by the Office of Training from the Senior Trainee Pool of the EPT Program. Students assigned to the Senior Trainee Pool would have successfully passed difficult series of selection and assessment procedures, including objective tests of intelligence and logical reasoning, situation tests, and Board Interviews by the Trainee Selection Board. (Comments by AD's.)

6. Evaluation Report: As students complete each block of training, the instructors will prepare an Evaluation Report based upon both achievement test records and instructors' ratings. In addition, a final consolidated Evaluation Report will be prepared for those students who complete at least four blocks of training. These Evaluation Reports will contain suggestions, when possible, for the student's best placement in the Agency: whether he should be assigned to research or staff, administrative or liaison, planning or production, clandestine or non-clandestine duties.

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The Evaluation Reports will be prepared in terms of your own criteria for the different responsibilities and jobs within your Office. Our instructors will, of course, work very closely with your Training Liaison Officers in order to insure that we are being practical in our observations and recommendations. Before we send the Evaluation Report to your Office, you may want a staff instructor or your Training Liaison Officer to discuss the important features of the evaluation findings with the student so that the student will be acquainted with his deficiencies and his assets.

7. Follow Up: The Evaluation Reports will be sent, we suggest, to the Staff or Division Chief or Training Liaison Officer in your Office to whom the student is responsible. You may want to inaugurate a procedure whereby your Staff or Division Chief or Training Liaison Officer will make it his responsibility to follow up the student's performance in your own specialized training courses or while he is on the job. In this way you might be able to insure that everything practicable is being done by the student and his supervisors in rounding off his training and remedying his deficiencies.

SUPPLEMENTARY QUESTIONS FOR DISCUSSION

1. Can we get from each of you a list of persons who<sup>for</sup> you (and your Staff and Division Chiefs) consider competent instructors for the National Intelligence Course?
2. Can you supply us with a list of the different job specialties GS-11 to GS-15 in your office?
3. How can we obtain from you criteria which you consider important for successful work in the various job specialties? Such criteria are indispensable to the instructors in making practical evaluations of students for you.

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